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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 4 - HOME**

**Lesson 1 (page 52)**

1. **Objectives**

By the end of this lesson, students will be able to ask where people are.

* 1. **Language knowledge and skills**

**Vocabulary:** living room, bedroom, kitchen, bathroom, yard.

**Sentence pattern:** Where’s Dad?/ He’s in the yard.

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** identify and ask where people are.

**Communication and collaboration:** work in pairs or groups to ask where people are.

**Critical thinking and creativity:** learn how to ask where people are correctly and fluently.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To review the vocabulary items about the colors, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Circle jump” or “Slap the board”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards or jump inside the correct circle and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump inside the correct circle and say the words.
* Task uncompleted: Students slap the wrong flashcards or pronounce the words incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Circle jump* game.**   * Divide the class into two groups and make two lines to play the game. * Draw two large circles on the ground with chalk. * Place a flashcard in each circle. * Call out a word, and a student from each team has to run and stand inside the corresponding circle as quickly as possible. * Ask them to say the word when standing inside the circle. * The first student getting the correct answer wins a point for their team. | * Make two lines to play this game. * Follow their teacher’s instructions before playing the game. * Quickly run and stand inside the corresponding circle when the teacher says a word. * Say aloud the word when standing inside the circle. |

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| **Option 2:** **Play the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about the colors on the board, showing the images. * Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team. | * Make two lines to play this game. * Look at the flashcards on the board. * Carefully listen and run to the board to slap the correct card and read aloud the word on it. |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students identify and name some rooms in a house.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify and read out loud the words correctly.
* Task completed: Students can identify and read out loud the words.
* Task uncompleted: Students are unable to point and read the correct words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 24)  * Arrange the flashcards *(living room, bedroom, kitchen, bathroom, yard)* on the board. * Ask the students to listen and pay their attention. * Use DCR on Eduhome to play the audio and point to each flashcard. * Then play the audio again and have them point to the pictures in their Student’s Books. * Play the audio and require them to listen and repeat. * Help them with their pronunciation if necessary. * Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity. * Walk round the class and support them if needed. | * Listen and follow their teacher’s instructions. * Point to the pictures in their Student’s Books. * Listen and repeat. * Work with their partner to complete the task. |
| **2. Play *Guess.***   * Arrange the flashcards on the board and write a number under each card. * Have the students look at the flashcards for the count of ten. * Turn the flashcards over to face the board when the students are not looking. * Call out a number and have the students take turns guessing the face-down card. Turn the card over after each guess. | * Play with the whole class. * Look at the flashcards for the count of ten. * Take turns guessing the face-down card. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice asking where people are.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about where people are correctly.
* Task completed: Students can ask and answer about where people are.
* Task uncompleted: Students fail to ask and answer about where people are.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 25)  * Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. * Explain that we use this to ask where a person or thing is. It can be used for rooms in a house as well as buildings, cities, and other places. * Play the audio and have them look at the useful language. * Ask them to work in pairs and practice the useful language. * Require them to use the vocabulary from Part A. * Go around the class and support them if necessary. | * Look and read the useful language silently. * Listen to their teacher’s explanation. * Listen and look at the useful language again. * Work in pairs and practice the useful language. * Use the new words from Part A when practicing the useful language. |
| **2. Look and put a (✓) or a (🗶). Practice.**   * Demonstrate the activity using the example. * Have the students look and put a (✓) or a (🗶) in each box in their Student’s Books. * Divide the class into pairs and have them check each other’s work. * Use DCR on Eduhome to check the answers as a whole class. * Have some pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and put a (✓) or a (🗶) in each box in their Student’s Books. * Work in pairs and check their partner’s answers. * Check the answers with the teacher and friends. * Practice saying the sentences with a friend. |

1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary items about the rooms in a house.
3. **Content:** Playing the game: “Whisper bridge” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can remember and whisper the words correctly.
* Task completed: Students are able to remember and whisper the words.
* Task uncompleted: Students cannot remember and whisper the words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Whisper bridge* game.**   * Have the class form a line. * Stand in the middle of the line and show a flashcard to the students. * Ask each student to come and whisper the word into the teacher’s ear. If the student says the word correctly, they can cross the “bridge” to the other side of the room. If not, they must go back and try again. | * Form a line to play the game. * Look at the flashcard. * Whisper the word into the teacher’s ear. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 4 – Lesson 1) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. | * Follow their teacher’s instructions. * Play the game with the whole class. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items.
3. **Contents:** Playing the game “Jump” and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can follow and say the words correctly and smoothly.
* Task completed: Students are able to follow and say the words.
* Task uncompleted: Students fail to follow and say the words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Have the class play the game “Jump”. * Ask them to stand at their desks. * Hold up a flashcard from the vocabulary set and say a word. * If the word is the same as the flashcard, they jump. If it isn't, they keep still. Ask them to say the word on the flashcard. | * Follow their teacher’s instructions. * Stand at their desks when playing the game. * Look at the flashcard and listen to the teacher. * Jump if the teacher says the same word on the flashcard. Keep still if the teacher doesn’t say the same word on the flashcard. |
| **Homework Assignment**   * Require students to do exercises on page 38 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 22. * Ask them to prepare Parts C and D, Lesson 1 on page 53 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |

1. **Reflection**
2. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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1. What I should improve for this lesson next time:

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